

NUFD 10: INTRODUCTION TO NUTRITION

In Workflow

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Approval Path

1. Thu, 03 Oct 2024 18:11:52 GMT
Mical Shilts (shiltsm): Approved for NUFD Committee Chair
2. Fri, 04 Oct 2024 01:33:43 GMT
Seunghie Wie (wie): Approved for NUFD Chair
3. Thu, 17 Oct 2024 16:27:30 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
4. Thu, 17 Oct 2024 17:05:34 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

History

1. Sep 19, 2024 by Janett Torset (torsetj)

Date Submitted: Thu, 03 Oct 2024 18:10:59 GMT

Viewing: NUFD 10 : Introduction to Nutrition

Last approved: Thu, 19 Sep 2024 14:01:40 GMT

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Changes proposed by: Mical Shilts (102012285)

Contact(s):

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Catalog Title:

Introduction to Nutrition

Class Schedule Title:

Introduction to Nutrition

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Nutrition, Food & Dietetics

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

NUFD - Nutrition and Food

Catalog Number: (course number)

10

Course ID: (For administrative use only.)

132876

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Description: Add AREA B2: LIFE FORMS to an existing course, Nutrition and Food (NUFD) 10: Nutrition and Wellness (3 units). The course description, objectives, and title will have minor changes to reflect current discipline terminology and update objectives to make them more measurable. NUFD 10 currently fulfills GE Area E requirement which will be eliminated from the GE pattern due to AB 928.

Justification: This introductory course is a good fit to be considered for Area B2. NUFD 10 is similar to many of the introduction to nutrition courses in the UC system which fulfill GE science requirements. Students in NUFD 10 apply the scientific method to nutrition science research and interpret recommendations from credible sources, analyze data from nutrient databases, use dietary reference intake tables to evaluate dietary patterns, and calculate micronutrient and macronutrient recommendations based on lifecycle stage, gender, age, and risk factors. Students in NUFD 10 also use evidence-based sources to dispel nutrition science myths and form reasoned opinions about the diet and health relationship. The content of this introductory course aligns well with all of the Area B2 criteria including providing fundamental science-related content of living systems vital personal and societal concerns.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Introduction to the principles of nutrition science and the relationship of the human diet to health. Overview of the properties of nutrients and foods, the biological uses of nutrients, and tools for dietary planning and assessment. Examination of specific issues such as the microbiome, sports nutrition, food safety, the diet-disease relationship and international nutrition. Analysis of special nutritional requirements and needs during the life cycle. Evaluation of dietary patterns using current dietary guidelines and nutritional assessment methods.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe the characteristics, physiological functions and sources of nutrients for optimal health.	Quizzes, Exams, Food Labels Assignment
2	Identify evidence-based influences on dietary patterns and nutrition over the life-cycle.	Quizzes, Exams, Activities, Diseases and Nutrition Assignment
3	Identify nutritional requirements during various stages of life.	Quizzes, Exams, Activities, Diet Analysis Assignment
4	Analyze the relationship between dietary patterns and health including dietary risk factors for major chronic diseases.	Quizzes, Exams, Activities, Food Labels Assignment, Diseases in Nutrition Assignment
5	Differentiate between valid nutrition sources and misinformation.	Quizzes, Exams, Food Labels Assignment
6	Analyze composition and adequacy of dietary intake using nutritional analysis software and dietary guidelines.	Quizzes, Exams, Activities, Diet Analysis Assignment
7	Identify social and environmental influences and consequences of malnutrition and world hunger.	Quizzes, Exams

Attach a list of the required/recommended course readings and activities:

Master NUFD 10 Syllabus_GE B2.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BS in Nutrition and Food

BS in Nutrition and Food (Dietetics)

Minor in Nutrition and Food

BS in Family and Consumer Sciences

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Intellectual and practical skills

Personal and social responsibility

Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

n/a

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

B2. Life Forms/5B. Biological Science

Which GE objective(s) does this course satisfy?

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Use mathematical ideas to accomplish a variety of tasks.

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Master NUFD 10 Syllabus_GE B2.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The course & GE objectives, course textbook, quizzes, exams, diet analysis, the writing assignments, and the outlined topics in the master syllabus will be consistent across all sections. Class activities, additional assignments, and additional references/resources may vary based on the instructor. In the NUFD Department, a tenured/tenure track faculty will serve as the course coordinator to communicate with all faculty teaching NUFD 10 to ensure the course is consistent among sections.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The means and methods for evaluating the GE Area B2 objectives will be met by the following assessments:

Quizzes and Exams (GE Area B2 LO 1-4)

Activities (GE Area B2 LO 1, 2, 4)

Assignments:

Food Labels (GE Area B2 LO 1, 3)

Diet Analysis (GE Area B2 LO 1, 3, & 4)

Diseases and Nutrition (GE Area B2 LO 1, 3, & 4)

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

These multi-sectioned courses taught by different faculty will be required to use a master syllabus to ensure the shared learning outcomes of Area B2 and course learning outcomes are followed. We will have a lead tenured faculty member who coordinates the core textbook and diet analysis adoption for multi-sections. The other faculty members are required to include all the course learning outcomes, core assignments, and topics outlined in the master syllabus. They may add additional assignments, readings, or activities. At the beginning of each semester, each syllabus prepared by different faculty for multi-sections of NUFD 10 should be submitted and reviewed by the lead tenured faculty. The NUFD Department collects syllabi and facilitates maintaining compliance to the master syllabus to ensure that we continue to meet the General Education requirements as well as our program articulation requirements.

General Education - Area 5B: Biological Science

Section 1.

Indicate in written statements how the course meets the following criteria for Area 5B. Relate the statements to the course syllabus and outline. Be as succinct as possible.**General criteria:****Is an introductory or survey course with no college level prerequisites.**

NUFD 10 is an introductory course covering a broad review of core nutrition science concepts, issues, and methods. There are no college level prerequisites for this lecture-based course with course learning objectives focusing on lower-levels of Blooms Taxonomy.

Emphasizes general principles and concepts having a broad range of application and is not restricted to specialized topics.

NUFD 10 is a survey course that does not restrict content to specialized nutrition science topics. The course emphasizes science (biology, chemistry, physiology), nutrition & disease prevention concepts that have a broad application to many disciplines and careers. Students apply the scientific method to a variety of research topics and interpret recommendations from a broad range of credible sources.

Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of living systems and life forms.

NUFD 10 introduces students to the nutrition discipline with a focus on how acquisition of food, genetics, digestion, absorption, and disease impact the human living system.

Specific criteria:

A student will be able to explain and apply core ideas and models concerning living systems and life forms, citing critical observations, underlying assumptions and limitations.

Students will be able to apply core evidence-based ideas and models concerning human nutrition and relate these to chronic disease outcomes. Through class activities, readings, and assessments, students explore the relationship between dietary habits and health including dietary risk factors for major chronic diseases including diabetes, high blood pressure, and cardiovascular diseases. #

A student will be able to describe how scientists create explanations of natural phenomena based on the systematic collection of empirical evidence subjected to rigorous testing and/or experimentation.

Through course activities, readings, and assessments, students locate, interpret, evaluate and use professional and scientific literature to make ethical, evidence-based decisions. Through peer-reviewed studies and other scientific readings, students understand the critical role of nutrition in the well-being of human beings through different life stages; students also differentiate between valid science and nutrition sources and misinformation. The importance of macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals, water) in human health and optimal function is discussed through scientific explanations and published literature. In the Diseases and Nutrition assignment, students research a disease or medical condition of their choice and identify nutrition interventions to help prevent and/or treat that condition.

A student will be able to access and evaluate scientific information, including interpreting tables, graphs and equations.

Throughout the course, students are given several opportunities to access and evaluate scientific information. Through assigned readings, activities, and assessments, students interpret research data including tables, graphs, and equations. For example, in the Food Labels assignment, students explain the importance of nutrition facts labels and conduct calculations to determine calories and other nutrient composition of a given food. Students use Dietary Reference Intakes (DRI's) tables to locate, compare and apply nutrient recommendations to various scenarios including the Dietary Analysis Assignment.

A student will be able to recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Throughout the course, students recognize evidence-based conclusions regarding nutrition and form reasoned opinions about nutrient composition, dietary lifestyle and health. For example, in the Diet Analysis assignment, students use dietary analysis software to evaluate the composition and adequacy of their personal diet by comparing their intake with the standard recommended dietary allowances.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

NUFD 10 includes formal and informal writing assignments including a formal assignment in the toward the beginning of the semester where students evaluate a nutrition topic and summarize findings. The writing assignment is reviewed for content related to the course, clarity and proper handling of terms, and phrases. If the writing sample has substantial flaws, students are provided relevant campus resources like the Writing Center.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

Introduction to Nutrition, is well-suited for G.E. Area B2 as it meets each of the B2 Life Forms Learning Outcomes and provides life and career application through exposure to the scientific method and credible sources to make ethical, evidence-based decisions about macro and micronutrients and interpret nutrient & epidemiological data using tables/graphs. NUFD 10 complements the existing courses (Intro to ANTH, Intro to ENV5, Intro to BIO) offered in B2 area to provide students with a variety of options to align with their major and interests and provides breadth of study. In addition, aligning NUFD 10 to G.E. Area B2 is consistent with other University GE offerings.

Please attach any additional files not requested above:

Email Communication to Chairs.pdf

Key: 13982